DOCUMENT RESUME

ED 224 507 JC 820 515

AUTHOR Vegso, Kathryn A.
TITLE The Adult Resource Center: A Community Educational Brokerage Service. NCCSCE Working Paper Series, [Number 3].
INSTITUTION National Council on Community Services and Continuing Education.
PUB DATE [82]
NOTE 21p.; Originally published by the National Council on Community Services and Continuing Education (NCCSCE) as an insert in the Community Services Catalyst; v12 n4 Fall 1982.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Counseling; Adult Education; Career Choice; *Career Counseling; *Community Information Services; *Cooperative Programs; Outreach Programs; *Peer Counseling; Postsecondary Education; Reentry Students; Referral; School Community Relationship; Universities; Volunteers
IDENTIFIERS *University of Akron OH

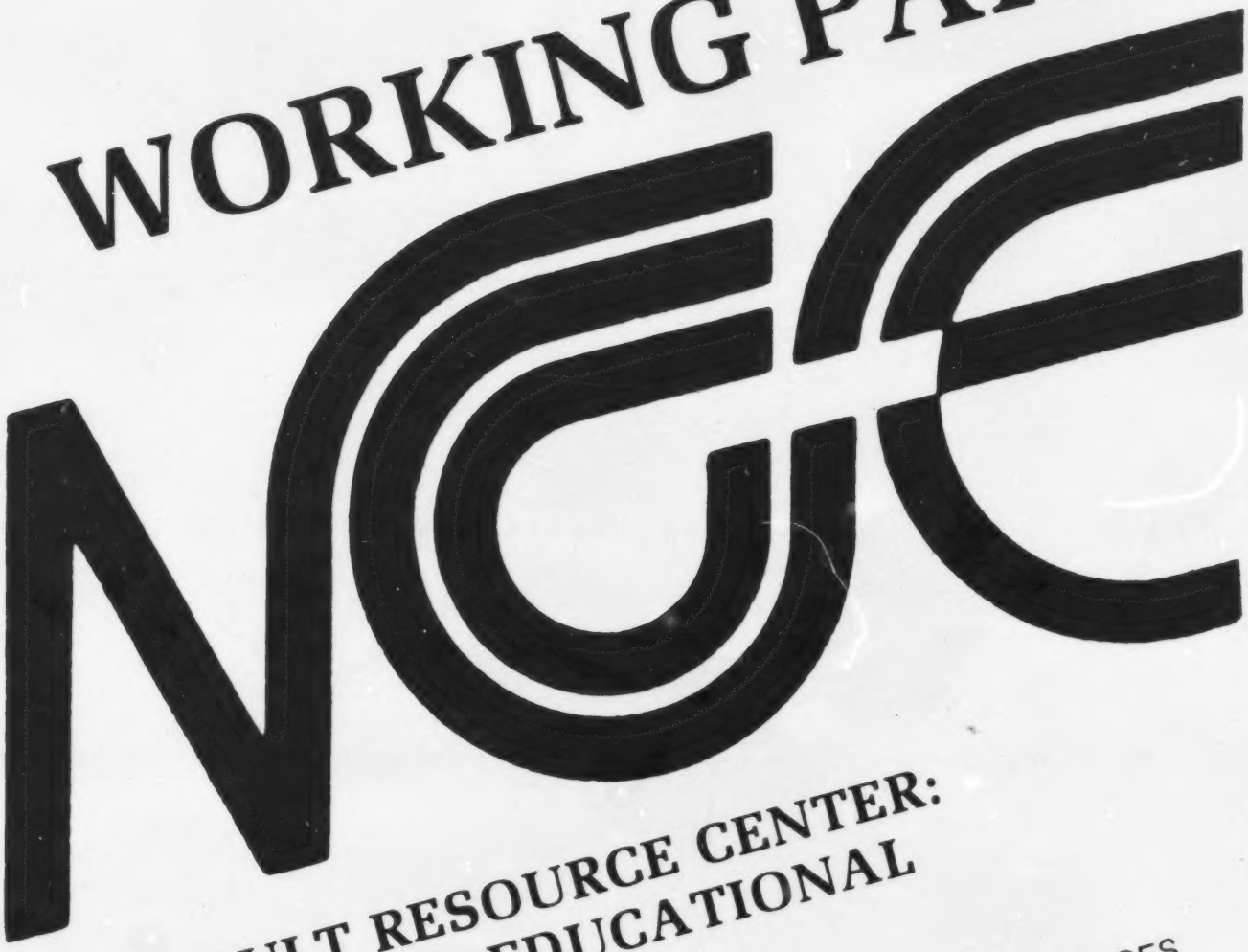
ABSTRACT

The University of Akron's Adult Resource Center (ARC) was created to provide assistance, educational and occupational information, guidance, and referrals to re-entry adults and to supplement and strengthen other existing community services for adults and out-of-school youth. ARC's goals are to provide participants with the skills necessary to make life choices and transitions, create programs for specific target groups, and to work in coordination with business, government, and social service sectors. These goals are accomplished by a staff of administrators and support personnel and by volunteer learning consultants who have themselves made adult life transitions and possess the skills needed to aid individuals in defining personal and working goals. Operating at both campus and community sites, ARC provides assistance via individual appointments with learning consultants; two basic life/career planning workshops and additional mini-workshops; and a public television series and other outreach activities. While the most effective marketing for ARC has been through referrals from former participants, whom evaluation efforts reveal to be generally satisfied with ARC's services, ARC's newsletter has also been effective in disseminating pertinent information. Budgeting information, a list of the characteristics of adult learners, various forms and survey instruments, and a bibliography are included with the program description. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED224507

WORKING PAPER



THE ADULT RESOURCE CENTER: A COMMUNITY EDUCATIONAL BROKERAGE SERVICE

KATHRYN A. VEGSO
ASSOCIATE DEAN, CONTINUING EDUCATION AND PUBLIC SERVICES
THE UNIVERSITY OF AKRON

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Rohfeld

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JC 820 515

NCCSCE *Working Papers* Series

In this issue of the *CATALYST* we are publishing the third NCCSCE *Working Paper* which is provided to promote professional growth among community services and continuing education professionals. While the *Newsletter* provides for the exchange of current happenings and the *CATALYST* allows for the exploration and discussion of ideas and experiences, the *Working Paper Series* is designed to encourage the dissemination of practices in curriculum, administration, and research which contribute to the growth and excellence of community services and continuing education as a major component of higher education.

This third Working Paper describes a brokering service for adults re-entering learning which is operating at The University of Akron. A number of community colleges have programs with similar goals, and others are just now considering the best ways to help adults who want to be more involved in learning experiences for career or personal development. This paper has suggestions appropriate both for those beginning new programs and for those seeking expansion and new ideas. The forms and bibliography may be utilized directly or revised to meet the particular institution's needs.

The fourth *Working Paper* will appear in the spring 1983 issue of the *CATALYST*. The editorial committee is now reviewing potential topics and encourages you to send your suggestions and inquiries.

Rae Rohfeld
NCCSCE Working Papers Editor
Cuyahoga Community College
2900 Community College Avenue
Cleveland, Ohio 44115

Working Paper Author

Kathryn A. Vegso, Associate Dean, Continuing Education and Public Services, The University of Akron. B.S., School of Human Resources and Family Studies, University of Illinois. M.S. in Guidance and Counseling, The University of Akron, 1964.

The Adult Resource Center: A Community Educational Brokerage Service

Kathryn A. Vegso

Prospective Learners

Man, age fifty, has had experience in personnel work and social work. He enjoys his current position as a supervisor of social workers. His desire is to broaden his skills and job prospects. He questions whether business administration and/or specific computer courses may be practical for him.

Woman, forty-five, recently widowed, with no pension or social security and limited work experience, seeks information about career opportunities in secretarial science or medical services.

Male, late forties, laid-off auto worker with high school education, would like to attend college to change careers. He has an interest in computers.

Women, thirty-two years old, former hippie and member of the drug culture, dropped out of art school in the sixties rebelling against curriculum. She now works on a volunteer basis with handicapped people and street gangs, wants to get into social work or counseling, and is planning to work for a two-year degree and then move into a bachelor's program.

Adult Resource Center

Where do these people find assistance, impartial educational and occupational information, guidance, and referral? One community, Akron, Ohio, is meeting this need through a community educational brokerage, the Adult Resource Center, a division of the University of Akron Continuing Education and Public Services. Even the acronym, ARC, is symbolic of one more linkage between this university and its community. Located in the Buckingham Center for Continuing Education, a renovated train station, ARC serves seven hundred prospective adult learners per month. They represent a population in which only one-third have completed a college degree, over two thirds have a family income below $25,000, two-thirds are women, and one-third are unemployed.

Goals

Based upon a decade of successful programming for re-entry adult students, ARC delivers career/life planning services to adults in a ten-county area while supplementing and strengthening other existing community services for both adults and out-of-school youth. Assistance is given individually and in workshops. ARC is a demonstration of how postsecondary education can provide public service which teaches skills to empower others to keep learning vital in their lives. This paper describes the implementation of the following twelve goals of the Adult Resource Center:

- Teach a decision-making process to assist persons in making life choices
- Teach process skills through which an individual can identify transferable skills
- Teach skills necessary for career and life transitions
- Reach out to populations which are not taking advantage of learning opportunities in this community
- Plan specific short-term learning experiences aimed toward target groups
- Develop media, materials and programs which extend to where the learner works or lives
- Involve potential learners in the planning process
- Involve persons who have made life transitions in the service delivery

- Serve an advocacy role to the adult re-entering the process of learning
- Develop alliances with the community's educational, business, governmental, religious, recreational and social service units
- Maintain communication with the University's departmental and student services units
- Help organizations improve their effectiveness by enhancing the performance and productivity of their employees who participate in career/life planning activities

This Adult Resource Center was cited in 1981 by the American Association for State Colleges and Universities as one of the most successfully implemented and innovative programs in higher education today.

The Institutional Environment

For over one hundred thirteen years, the University of Akron has maintained its concern for prospective adult learners in its greater metropolitan community. The University evolved from a church-supported liberal arts college to a municipal university, and now to the third largest state-assisted university in Ohio, illustrating its ability to change to meet more capably the needs of prospective students. In 1872, this institution helped a Civil War veteran continue his education. In 1900, an off-campus program took the classroom to a suburban town to teach commercial subjects, and in 1909, credit courses were first offered in the evening. In 1964, the Community and Technical College was established to offer associate degrees and became the sixth degree-granting college in the institution.

Non-credit programming has long been important. The December 1935 edition of the *Bulletin* of the Association of American Colleges contains an article by the first University of Akron Director of Adult Education, Leslie P. Hardy, who wrote of "the need for a definite program of adult education to supplement the limited scope of academic learning" (p. 619). Today, that program has developed into a non-credit course and workshop schedule which serves 22,000 people in 1,315 programs.

During the years, chief administrative officers and the boards of trustees of this University have understood the relationship between the need to know over a lifetime and human resource development. Within this context, and from this heritage, the University developed the Adult Resource Center in 1978.

Needs of Prospective Adult Learners

This prototype is a result of a planning committee of university and community persons who wrote a proposal for funds to establish such a service. Most had volunteered earlier in the successful lifespan planning programs. Such programs, held both on- and off-campus, were reaching about a thousand persons (mostly women) per year. Evaluations written by prospective adult learners consistently listed these remarks:

"I didn't know so many others felt as I do."

"Give me more information about education and careers."

Significant to this program design was the material produced, in 1975, for the Career Development Project, funded by the National Institute of Education through the Education Development Center, Inc.

Time and effort spent in preparing that proposal were rewarded, although grant money was not produced by the request. Recognizing that prospective adult learners did need this service *before* deciding if, when or where to continue to learn, the University established the Adult Resource Center.

Community and Campus Sites

In addition to the on-campus location, services are also provided in Community Sites: the Akron-Summit County Public Library and the Women's Network. In the Women's Network, ARC staff assisted in the design and implementation of a CETA-funded program, now in its fourth year. This Career Advancement Program receives $150,000 per year for displaced homemakers. ARC staff also provides career/life planning outreach services to those not eligible for the CETA program. Temporary ARC sites have been established in local department stores and shopping plazas. Future sites could be established with business, industry, unions, and social service units.

The programmatic base for the service is the lifespan-planning process and an understanding of the "Characteristics of Adult Learners," as shown in Appendix 1. Note that career/work is defined as that personal industry through a lifetime which may or may not provide a specific monetary return. Education is defined as those total life experiences through which an individual satisfies the need to know and develops new productive skills.

Lifespan planning is a group process of introspection and decision-making designed to increase interpersonal and communicative skills for individuals and groups. A folio of eight exercises (Mitchell and Vegso, 1978) is used by each member in a group of eight to ten persons coordinated by a facilitator. It is based upon the philosophy of lifelong development and "a belief in the untapped talents within each individual, regardless of chronological age" (Mitchell and Vegso, 1978).

Staff Requirements

ARC personnel first consisted of existing student personnel staff reassigned to the new task. Volunteers, in cooperation with graduate assistants needing experience in adult learner service, continued to assist in the program operation. Demand for services increased and the staff now consists of a director, a program associate, and a learning consultant, all of whom have faculty status. One full-time secretary and work-study student assistants keep the office operations intact. In addition, they often provide information, guidance, and referral via the telephone. Three graduate assistants, special project interns from various colleges, technical education majors in student teaching assignments, and volunteers complete the staff of Learning Consultants. Student interns come from nearby colleges and universities, as well as the home university. Assignments vary with the time commitment requirements (Appendix 2 shows the Internship Assignment Checksheet).

Staff Selection and Training

Learning Consultants are peer counselors who have made adult life transitions themselves and have discovered the importance of continuing to learn. They represent the kinds of persons they serve: displaced homemakers and men and women in career redirection due to unemployment, upward mobility, career plateau status, and retirement.

The roles of a Learning Consultant are as follows:

- To assist the individual to define personal and working goals for a specific life stage
- To provide assessment techniques to assist the individual in identifying interests and and needs to develop a decision-making process from which career/life planning goals can be established
- To provide information and make necessary referrals to facilitate identification of learning opportunities commensurate with goals
- To assist the individual to gain access to the selected training program
- To make referrals to community services appropriate for meeting the personal and economic needs identified in the interview process
- To sustain a supportive base for additional information and guidance as necessary

To be eligible for selection, applicants must document these skills:

- General knowledge of human development
- General knowledge of communicative skills
- Ability to empathize by responding to expressed words and feelings of participants
- Ability to establish confidentiality and trust within the group
- Ability to accept varying points of view
- Knowledge of learning and social service resources in the community

Supervisors judge the following competencies of Learning Consultants:

- Expresses self clearly in verbal communication
- Demonstrates ability for establishing warm, helping relationships
- Demonstrates acceptance of self and others
- Shows ability to organize written material
- Shows consistency in the verbal and nonverbal messages given
- Shows ability to evaluate own work
- Is on time for reports and appointments
- Shares work with others
- Seeks feedback about own work
- Demonstrates ability to report behavior in specific non-labeling terms
- Demonstrates ability to develop and present a training program
- Demonstrates ability in small group activities

To build on these skills, training activities are provided for the Learning Consultants. Refer to Appendix 7, "*Bibliography for Training Learning Consultants,*" which is revised annually.

Community Relationship

Advisory personnel to the Adult Resource Center include the Community Advisory Committee of the Division of Continuing Education and Public Services and a large unstructured network of representatives from business, industry, social service, educational, religious, and library units of the area served. Each year, a letter is sent to those persons regarding the services of ARC, programs planned for the following year, and a request to keep ARC on their mailing lists. Faculty and staff of the University also provide support and advice. They consult with the ARC staff and assist in program and staff development regarding the adult learner. In some communities, it would also be appropriate to have a specific advisory committee to the brokerage service to insure that the community shares in the ownership of the service.

Services are clearly designed to complement rather than duplicate those existing in community agencies. For example, a local human services needs survey lists the second highest priority as chronic unemployment. ARC is designed to train personnel in the agencies to use the methods and materials developed to meet that need. In addition, community agencies make client referrals to ARC for assistance in career/job redirection. In turn, ARC referrals are made to community agencies for personal counseling or specialized training skills.

Services — Individual Appointments

People come to ARC about careers or jobs: they want to prepare for one, change to another, advance in the one they have, or prepare to retire into a new productive activitiy. They may receive services through individual appointments, group programs, and outreach activities. Evaluation shows that the group activities are most effective in promoting behavioral change. Thus, Learning Consultants are encouraged to have not more than two, hour-long individual appointments with each prospective learner. In fact, if the resource materials are used effectively, one appointment supplemented by a workshop should be sufficient. The goal of the service is empowerment. Learners, or clients, as they are often called, can acquire the skills necessary to make their own career/life decisions. Learning Consultants use *Come Alive!* (Russell and Vegso, 1981), a self-help career/life planning workbook which includes a picture of a career/life planning process. Adults can identify where they are in the process. Most often, they want to talk about careers when they have not yet identified their needs and interests. One Learning Consultant describes her tasks as follows:

> We often find that persons see themselves on the right side of the chart in career awareness. They say things like "What I really want to do is take a typing course and brush up" or "Show me how to write a resume because I really have to get out there and get a job." As you begin to talk to them, you realize that they *really* have not thought through a decision. They simply grabbed something that seemed as though it might be a temporary answer to their dilemma and are moving ahead with it. It's very important when you work with adults that you start where they are. If that's where they are, it's important to talk about that. If someone says "I want to take a typing course," I don't immediately say, "Well, I don't think that's appropriate. Have you thought about computers?" We talk about the typing course, and I show this person what kinds of courses are available and where they are. But then before the interview is over, I ask, "Have you thought of other possibilities, and have you thought about yourself and what you *really* would like to do?" We try to move them from the right side of the chart over to the left side, to show them that there *is* some value in taking time to explore who they are and what kinds of skills and interests they have so that they can use that information about themselves as they identify alternatives for learning and/or job opportunities.

Services — Group Programming

Two basic workshops focusing on life planning, career planning, and job-finding skills operate monthly. In this group setting, adults have an opportunity to share common experiences and feelings with other adults making similar transitions. Volunteers facilitate small group discussions using the cost-effective folios of *Lifespan Planning: The Choice is Yours* (Mitchell and Vegso, 1978), *Puzzling Your Career* (Brandel and Brandel, 1980), and *Resume Writing* (ARC Staff, 1980). As described earlier, the lifespan-planning folio is the basis for all other programming. It teaches a decision-making process which takes into consideration the identification of one's needs and interests, significant others, and the relationship of that information to the problem to be solved. Included, too, in the life-

span-planning folio, are exercises to help persons improve interpersonal skills by identifying feelings, expectations, and the meaning of stress upon their lives.

Additional group programming includes workshops in "Career Alternatives for Educators," "Math Confidence," "Careers in the '80s," and others. A Focus Series of mini-workshops is offered free for one and a half hours twelve times per year. Content changes as needs change. Needs are identified in the evaluation processes, and this year's programs include:

- Career Changes for Men
- Life Transitions and Stress
- Getting Paid What You're Worth
- Crisis and Opportunity in a Changing Economy
- The Dynamics of Being Different
- Job Hunting, Finding, Changing
- Paying for Your Education
- Positive Stress vs. Burnout

Services — Outreach Activities

In 1981, a six-part public television series entitled *COME ALIVE!* was produced with a Title I grant. This career and life-planning guidance series was filmed with real people in their work and home sites. The project was designed to meet the following objectives for the viewers:

- To understand that to feel productive about oneself, it is necessary to define "career" as the development of human potential through both paid and non-paid experiences
- To understand that there is an organized, step-by-step activity (process) of career/life planning which can be learned
- To identify where they are in the process
- To understand that this process may be repeated many times in one's life
- To practice a decision-making model in which one uses the information gained about self and career to develop alternatives for choice
- To identify where they can seek additional learning opportunities
- To identify supplemental materials and additional services available with a minimum expenditure of funds

In premiering this series in a ten-county area, the goals were to acquaint viewers with the services of ARC and to refer them to the variety of learning opportunities and services abailable in the viewing area. Two two-minute commercials were inserted in each program to provide this information.

Additionally, a self-help workbook was designed to accompany the series, and viewers were referred to their local libraries to obtain a free copy. Ten thousand *Come Alive!* career planning workbooks were distributed free to interested individuals. The objective was to encourage persons to go to the libraries in their communities for career/life planning information. The *Come Alive!* career/life workbook and the TV series are used nationally by state vocational programs and colleges for orientation, reentry services, and career planning courses and are utilized in satellite television programming. Broadcast quality tapes are available for the following programs:

HALF OF YOUR LIFE!

It is obvious that we have to cope with change as veteran newscaster Bill Jacocks looks at the computer-oriented society, more women in the work force, specialization and less manual labor, early retirement, more leisure hours, and the need to alter our careers three or four times.

NEED A PAYCHECK?

Some are looking for jobs; others are changing careers. Cathy Brugett and Jim Finerty, the co-hosts of television's PM MAGAZINE, take us on location to introduce some real-life examples of people trying to deal with their situations in today's economy.

IT'S YOUR CHOICE!

Since we spend over half of our lives on the job, the planning we do for a career is related very strongly to what we do with our lives. A decision-making model is presented that has been successfully used by thousands of persons in life planning workshops.

I CAN!

Dee Simshauser never really developed a career philosophy until she lost her husband in a traffic accident. She found herself with two children in their late teens and with a farm mortgage. What marketable skills did she have? This documentary shows the emotional adjustments that are sometimes necessary.

TO MARKET, TO MARKET!

Bill, a middle-aged blue-collar worker, is trying to organize his job search in some logical way. In a dream sequence, he meets four specialists from a marketing organization who help him sharpen his resume-writing and job-interviewing skills.

HIDDEN JOBS!

It's not the most qualified people who often get the best jobs. It's those who are most skilled at job finding. Tom Jackson, noted author of *Guerrilla Tactics in the Job Market* and the *Hidden Job Market of the '80s,* presents a practical system that has been helpful to thousands of blue- and white-collar workers across the country.

Thus far, portions of the series have won awards from Academy of Television Arts & Sciences, 1981 Women at Work Broadcast Awards, and the Columbus International Film Festival.

Supplemental to the television guidance series, ARC staff designed a notebook listing over a hundred educational and training sites in a thirteen-county area. Copies of this manual are sold at cost to libraries and training sites in the area. Information was upgraded this year when ARC invited representatives to an Adult Career Exposition held for two days in a shopping mall.

Additional outreach programming includes short-term workshops and speeches before hundreds of community groups in at least a ten-county area. These include career/job development and outplacement projects at the work site, programs for community organizations and other educational units, and professional continuing education.

Evaluation

ARC, the current brokerage service, grew out of a decade of success with lifespan planning programs. In each lifespan planning program, participants evaluated the activity, and the current program grew in response to these evaluations. On a four-point scale, 96 percent of the participants rated the workshops as "Very helpful" or "Helpful." Affective measures identified the needs of the individuals, the group process, the institution, and the community, as related to prospective adult learner services. Theoretical foundation helpful in the development of an evaluation process was the monograph, *Adult Education: The Diagnostic Procedure* (McKenzie and McKinley, 1973). A more recent publication, *Preparing Educators of Adults* (Grabowski and Associates, 1981), provides resource data on evaluation. This publication will assist adult educators in the use of affective measures in the delivery of services.

Intake Sheets (Appendix 3) and Research Evaluation Forms (Appendix 4) provide bases for monthly profiles (Appendix 5) of counselees and workshop participants. Special evaluation tools include the Telephone Survey (Appendix 6). ARC relies on working relationships with faculty and graduate students to produce additional research necessary for substantive change. Although the brokering service is no longer a new concept in adult education, the evaluation of existing services is critical to the development of other prototypes.

Budget

New programs with reassigned staff to serve emerging populations face financial struggles. Staff members collaborate, cooperate, and sometimes confiscate to acquire the necessary personnel and office equipment. Much of their success can be attributed to this enlarged network of support essential to survival.

Each institution must find its own way to support change in keeping with its mission statement. Currently, this institution is setting five-year goals through a University-wide project called "Planning Creatively for Quality." Each unit will prioritize its goals; write objectives for the two highest in each category; define the proposed date of initiation; personnel, equipment, and space requirements; and outline the strategies. Public service units such as ARC have to show the sponsoring insttitution that they become the conduits between the educational institution and the communities they serve. However, it is difficult to measure the cost-effectiveness of the positive community image they maintain. Through public service, the resources of the University are made accessible to individuals

and groups not currently a part of the academic community but often providing the taxes for its existence.

Brokerage services such as ARC require at least the space and equipment for three offices. A manager, one learning consultant, and a secretary can begin the operation. Reference materials costing about $300 are needed initially to supplement college and community library resources. In addition to wages, the program can function with a minimum of $5,000 for communications, supplies, services, and mileage costs.

Sources of finances are limited only by the imagination of an effective advisory committee. Ideas could include resources from combinations of the following:

- Sponsoring institutions or groups of institutions
- Client fees
- Business community support
- Service organizational support
- Foundations
- Contracts for service
- Staff sharing from departments of admissions and counseling
- Vocational education grants
- Linkage with state bureaus of employment services
- Expansion of community site concept on contractual basis with unions, employing units, and placement agencies.

Marketing

ARC evaluation forms show that the most effective marketing is in the form of referrals from former participants. In addition, mailing lists are being placed on the computer to upgrade communication with professional organizations in personnel training and development, educational and training sites in the area, ARC participants in individual appointments and workshops, major service clubs and women's organizations, area libraries, organizational club groups to which ARC staff has presented programs, area social service agencies, and area church organizations.

Another idea meets both marketing and advocacy objectives: The *Campus Catalyst* newsletter. Produced by volunteers before the formation of ARC and mailed to nontraditional students, this publication is now issued each fall and mailed to all new students and transfers twenty-five years of age and older. Adult students share it with friends who are prospective adult learners; thus, it becomes a marketing piece. Contents include pertinent data regarding child care services, characteristics of adult learners, campus communication services, campus activities and resources of interest to adults and their families, and financial and career redirection information.

Role-modeling is critical to adult development, as evidenced from the group programming activities and the press releases which center upon the persons who have found new, meaningful directions for adult life. Editors are interested in these persons for feature stories.

Marketing is guided by the philosophy of the service. In the development of ARC, care was taken in the selection of a logo and slogan to reflect that philosophy:

"Within each of us there is what we have not yet become." — Sayings of the Fathers

Epilogue

Strategic planning requires that educational leaders determine those areas of external influence most pertinent to the organization. Economic, labor, demographic and technological trends all influence postsecondary education today. Selecting one trend with the most impact is difficult; however, educators often look first at the demography. The age mix alone gives impetus for change. During this decade, the population under twenty years of age will increase by only 2.1 percent while persons aged 30-39 and those aged 40-49 wil lincrease 28.5 percent and 37.4 percent, respectively. The role of continuing education is evident when these data are coupled with the knowledge explosion. Information has become a basic resource with accumulated knowledge doubling every three to five years.

Research about adult development and aging confirms the need to maintain a productive life in all stages of adult life. By satisfying the need to know, a person may continue to feel productive. Services are only beginning to meet the needs of all ages of prospective adult learners. More recent

publications pertaining to the development of adult learner services include those of the National Center for Educational Brokering (Macy), College Entrance Examination Board (Arbeiter, 1978; Aslanian & Schmelter, 1980), and National Career Development Project (Bolles).

Finally Jamison Gilder's article, "State Policy on Lifelong Education: Special Concerns of Community Colleges," (CATALYST, Winter, 1981) reminds educators of the need to keep the community college at the center of the provision of lifelong education. This paper describing an adult resource center is to assist educators in providing the reentry services of impartial information, guidance, career/life planning, and referral to prospective adult learners. That process is at the center of lifelong education.

For futher information and order forms for materials, contact Adult Resource Center, Continuing Education and Public Services, The University of Akron, Akron, Ohio 44325, (216) 375-7448.

References

Arbeiter, S. et al. *40 million Americans in career transition.* New York: Future Directions for a Learning Society, College Entrance Examination Board, 1978.

Aslanian, C.B., & Schmelter, H.B. *Adult access to education and new careers.* New York: College Entrance Examination Board, 1980.

Bolles, R.N. *Newsletter about life/work planning.* Walnut Creek, California: The National Career Development Project of United Ministries in Education, published six times yearly.

Brandel, I.W., & Brandel, S.M. *Puzzling your career, a self-responsibility approach to career choice.* Akron: University of Akron, 1980.

Darkenwald, G.G., & Larson, G.A. (Guest eds.). Reaching hard-to-reach adults. *New Directions for Continuing Education.* San Francisco: Jossey-Bass, Inc., (No. 8), 1980.

Establishing and operating a career resource center for adults. Newton, Massachusetts: Education Development Center, 1975.

Gilder, J. State policy on lifelong education: Special concerns of community colleges. *Community Services Catalyst,* 1981, *11*(1), 3-8.

Grabowski, S.M. & Associates. *Preparing educators of adults.* San Francisco: Jossey-Bass, 1981.

Hardy, L.P. Three months around the round table. *Bulletin of the Association of American Colleges,* 1935, *21*(4), 619.

Macy, F.U. *Bulletin! advisement, assessment and advocacy for adults.* Washington, D.C.: National Center for Educational Brokering, monthly publication.

McKenzie, L. & McKinley, J. Adult education: The diagnostic procedure. *Viewpoints,* 1973, *49*(5).

Mitchell, S., & Vegso, K. *Lifespan planning: The choice is yours.* Akron: University of Akron, 1978.

Resume writing. Akron: Adult Resource Center, University of Akron, 1980.

Russell, P.A., & Vegso, K.A. *Come alive! a career and life planning workbook.* Akron: University of Akron, 1981.

Appendix 1

CHARACTERISTICS OF ADULT LEARNERS

- Adults who continue to learn experience greater career choice, receive higher wages and have greater occupational mobility.
- Adults who participate in career/life planning increase in their knowledge of how to initiate a career change, how to find a job, and how to take more control of their own lives.
- Adults who live long lives usually have more education and suffer less economic stress.

There are ten social roles of adulthood, as defined by the educator, Robert Havighurst . . . WORKER, MATE, PARTNER, HOMEMAKER, SON OR DAUGHTER, CITIZEN, FRIEND, ORGANIZATION MEMBER, RELIGIOUS AFFILIATE, AND USER OF LEISURE TIME. Adults serve in many of these at one time and the number varies from one stage of adult development to another.

Adults as learners add another role, that of STUDENT. In this role they differ from youthful learners in four specific areas:

1) Self-concept - Adults see themselves as self-directed, responsible persons capable of managing their own lives.
2) Accumulated experiences - Adults have a great number of varied experiences upon which to add new information.
3) Problem-centered - Adults need to apply their learning content immediately to real life situations.
4) Readiness to learn - Adults may be apprehensive regarding their ability to compete with youthful learners; however, they are more motivated to learn that which they can apply to their own real life situations.

Technology requires recurrent learning. In 1900, it took fifty years to double the accumulated knowledge in this society. Today, knowledge is doubled every three to five years. Adults need to continue to learn to remain competent. Their learning takes place in many locations — at work, in the home, in a library, and in many of the community's educational and social service units.

Adult learner services are moving from career planning to life planning. Individuals can learn a process of career redirection which is a part of life planning and applicable to many different adult life stages. Prospective adult learners need services *before* deciding if, when, or where they want to continue to learn.

The University of Akron Adult Resource Center is an example of this new adult learner service. Prospective adult learners develop skills of career/life planning which they apply to decisions which can make their lives more productive.

APPENDIX 1 (continued)

Listed below are possible adult life stages and examples of the tasks for each stage. Additional tasks can be added according to individual needs. Note how education* can help meet some of these needs and thus more capably help prepare for the next adult life stage. At each stage there is an adjustment to new stresses and career/work* redirection.

Leaving Home
- Choose career
- Manage new living arrangements
- Enter post-secondary education, work, or both
- Responsible for own decisions

Becoming Adult and Stabilization
- Assume role of parent
- Face new stress
- Career redirection
- Community activities

Mid-Life
- Re-examine marriage
- Relate to growing children
- Adjust to single life
- Career redirection

Readjustment
- Choose new leisure activities
- Career redirection
- Adjust to new stress
- Begin retirement plan

Pre-Retirement
- Adjust to living alone
- Career redirection
- Emphasize financial planning
- Continue retirement plans

Retirement
- Adjust to deaths of peers
- Declining paid employment opportunities
- Select new productive experiences
- Adjust to new health concerns
- Adjust to living alone

Transference
- Search for new meanings in life
- Prepare for end of lifespan
- Assess contributions of time and funds to family
- Assess contributions of time and funds to community
- Select new productive experiences

**Education* is defined as those total life experiences through which an individual satisfies the need to know and develops new productive skills.

**Career/Work* is defined as that personal industry through a lifetime which may or may not provide a specific monetary return.

ARC Training Materials, Revised 1982 - KV ©

APPENDIX 2

INTERNSHIP ASSIGNMENT CHECKSHEET

Name _____

U.G. ____ Grad. ____ Volunteer ____

Type of Internship: _____ Department: _____

Length of Assignment: _____

Upon completion of the internship, return this checksheet with a short summary of the learning which took place as a result of this assignment. In addition, the Adult Resource Center staff appreciates having on file copies of papers written for course work which pertain to the operations of this brokerage service.

1. Pre-entry interview Date _____ ☐
   (Present resume at this time.)
2. Review ARC slide tape ☐
3. Review printed materials including handouts for adults ☐
4. Review Come Alive! videotape series (six, half-hour sessions) ☐
5. Review Learning Consultant Training Manual ☐
6. Review resource materials for adults ☐
7. Review resource materials for Learning Consultants ☐
8. Review monthly tally sheets regarding ARC services ☐
9. Workshop participation:
   - Lifespan Planning ☐
   - Puzzling Your Career ☐
   - Resume Writing Skills ☐
   - Interviewing Skills ☐
10. Observe ____ hours of interview appointments, three different Learning Consultants ☐
11. Schedule self for individual appointments with prospective learners ☐
12. Participate in staff meetings with Learning Consultants, when possible ☐
13. Observe at least one outreach assignment ☐
14. Contribute significantly to portions of existing workshops ☐
15. Plan and present a program with curriculum written for specific audience. Select resource persons and materials. Administer appropriate evaluation procedure. ☐

Student's Signature _____

Address _____ Phone _____

ARC Representative Signature _____

The listing above is not inclusive; rather, it is a systematic way to learn about the function of this educational and occupational brokerage service which operates as a public service of this University.

APPENDIX 3
INTAKE SHEET FOR INDIVIDUAL APPOINTMENTS

Date of Appointment _____ Time _____

Learning Consultant _____

(Please Print)
Name _____ Home Phone _____

Address _____ Work Phone _____

City/State _____ Zip _____ Soc. Sec. # _____

Reason for Contact

- ☐ Continue Education
- ☐ Complete Degree
- ☐ Enroll at UA (circle one) UG G Certif. NC
- ☐ Goal Clarification
- ☐ Self-evaluation
- ☐ Support
- ☐ Job Search
- ☐ Financial Aid
- ☐ Become a Volunteer
- ☐ Decision Making
- ☐ Post Workshop Clarification
- ☐ Other _____

Referred to

- ☐ University/College _____ Dept. _____
- ☐ Other Educational Institution _____
- ☐ ARC Workshops _____
- ☐ Social/Community Agency _____
- ☐ Employment Agency _____
- ☐ Library _____
- ☐ Other _____

Resource Materials Used

☐ LSP	☐ Financial Aid	☐ Training Directories	☐ Major Fact Sheet
☐ PYC	☐ OOH	☐ Community Directory	☐ Library Card
☐ Resume	☐ GOE	☐ UA Bulletin UG G NC	☐ Catalyst Mater.
☐ CA Workbook	☐ DOT	☐ Bibliography	☐ Sources of Empl.
☐ CA Tapes 1 2 3 4 5 6	☐ Admissions Form	☐ Campus Catalyst	☐ Other _____

Educational Level	*Degree*
☐ Some H.S. _____	☐ Associate _____
☐ H.S. Graduate _____	☐ BA or BS _____
☐ Tech. Trade Training _____	☐ MA _____
☐ Business Training _____	☐ PH.D. _____
☐ Some College _____	☐ Certificate _____
☐ Currently College Student _____	☐ Other _____

Family Information	*Number of Dependent Children*		*Employed* Yes ☐ No ☐
☐ Single	☐ 1	☐ 6	Where _____
☐ Married	☐ 2	☐ 7	_____
☐ Widowed	☐ 3	☐ 8	_____
☐ Separated	☐ 4	☐ 9	
☐ Divorced	☐ 5	☐ 10	

Additional Comments

_____

_____

ARC 2/82

APPENDIX 4
RESEARCH EVALUATION FORM

CONSULTANT _____ MONTH _____

The Adult Resource Center is interested in obtaining the following information for research purposes only. Please respond as accurately as possible. Your name is not required. Thank you!

1. AGE
   - ☐ 18 to 24 years
   - ☐ 25 to 32 years
   - ☐ 33 to 45 years
   - ☐ 46 to 64 years
   - ☐ 65 years and older

2. SEX
   - ☐ Male
   - ☐ Female

3. MARITAL STATUS
   - ☐ Single
   - ☐ Married
   - ☐ Widowed
   - ☐ Divorced
   - ☐ Separated

4. FAMILY INCOME
   - ☐ Under $5,000 per yr.
   - ☐ $5,000 to $10,999 per yr.
   - ☐ $11,000 to $15,999 per yr.
   - ☐ $16,000 to $24,999 per yr.
   - ☐ $25,000 and over per yr.

5. YOUR WORK
   - ☐ Employed Full Time
   - ☐ Employed Part Time
   - ☐ Unemployed
   - ☐ Retired
   - ☐ Volunteer Service
     _____ No. of hrs./week
   - ☐ Homemaker

6. EDUCATION
   (Check your highest education level)
   - ☐ No high school
   - ☐ High school graduate
   - ☐ Technical, trade training
   - ☐ Business training
   - ☐ Some college or university
   - ☐ College graduate (2 yrs.)
   - ☐ College graduate (4 yrs.)
   - ☐ College graduate (Master's)
   - ☐ College graduate (Doctorate)
   - ☐ Currently a college graduate

7. ORDER OF BIRTH
   - ☐ First born
   - ☐ Second bord
   - ☐ Third born
   - ☐ Fourth born
   - ☐ Other

APPENDIX 5
PROFILE OF INDIVIDUAL APPOINTMENTS*

MONTH _____

	AGE	18 to 24 years	25 to 32 years	33 to 45 years	46 to 64 years	65 years & over	Total
Male	SEX						
Female							
Single	MARITAL STATUS						
Married							
Widowed							
Divorced							
Separated							
Under $5,000	FAMILY INCOME						
$5,000 - $10,999							
$11,000 - $15,999							
$16,000 - $24,999							
$25,000 & over							
Employed	WORK						
Full Time							
Part Time							
Unemployed							
Retired							
Volunteer							
No. of hrs./wk.							
Homemaker							
No High School	EDUCATION						
High School Graduate							
Technical Training							
Business Training							
Some College or University							
College Graduate (2 yrs.)							
College Graduate (4 yrs.)							
College Graduate (Master's)							
College Graduate (Doctorate)							
Currently a College Student							
First	BIRTH ORDER						
Second							
Third							
Fourth							
Other (Specify)							

*Represents only ___% of all learners seen on an individual basis by learning consultants.

ARC-81

APPENDIX 6

TELEPHONE SURVEY OF CONTINUING EDUCATION

Name _____

Date of Appointment _____ Phone _____

Learning Consultant _____

1. We are surveying people who received services from ARC and would like to know if you are continuing to learn anywhere.

Yes ☐ No ☐ If so, where? _____

_____

If enrolled in a college or university, use question #2.

2. Are you enrolled in a

☐ Two-year program
☐ Four-year program
☐ Certificate program
☐ Post baccalaureate program
☐ Graduate program
☐ Non-credit program

3. What is your major, or area of study? _____

_____

If *not* continuing to learn, use question #4.

4. What reasons prevented you from doing so?

☐ Admission
☐ Registration
☐ Finances
☐ Family
☐ Job
☐ Transportation
☐ Confidence
☐ Other priorities

5. Would you like to schedule another appointment with a Learning Consultant for further assistance and/or information?

Yes ☐ No ☐ If *yes*, we will call to schedule an appointment.

6. Overall, how helpful was the information you have received from ARC in helping you with your decision and choice?

Very helpful ☐ Helpful ☐ Not very helpful ☐ No help ☐

7. Do you have any additional comments about the services of ARC?

ARC-81

APPENDIX 7
BIBLIOGRAPHY FOR TRAINING LEARNING CONSULTANTS
(revised annually)

Aslanian, C.B., & Brickell, H.M. *Americans in transition.* New York: College Entrance Board, 1980.

Bowen, H.R. Adult learning, higher education and the economics of unused capacity. *Direction Papers in Lifelong Learning.* New York: College Entrance Examination Board, 1980.

Brandenburg, J.B. The needs of women returning to school. *The Personnel and Guidance Journal,* 1974, *53,* 11-18.

Chickering, A.W., & Associates. *The modern American college.* San Francisco: Jossey-Bass, 1981.

Cross, K.P. *Accent on learning.* San Francisco: Jossey-Bass, 1977.

Crystal, J.C. & Bolles, R.N. *Where do I go from here with my life?* New York: Seabury Press, 1974.

Darkenwald, G.G., & Larson, G.A. (Guest eds.). Reaching hard-to-reach adults. *New Directions for Continuing Education.* San Francisco: Jossey-Bass, Inc., (No. 8), 1980.

Franklin-Panek, C.E. Effects of personal growth groups on the self-concept and decision-making ability of normal adults. *Psychology,* 1978, *15*(3), 25-27.

Frederickson, R.H. *Career information.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1982.

Gorney, S., & Cox, C. *After forty.* New York: The Dial Press, 1973.

Gould, R. *Transformations: Growth and change in adult life.* New York: Simon and Shuster, 1978.

Grabowski, S.M., & Associates. *Preparing educators of adults.* San Francisco: Jossey-Bass, 1981.

Healy, C.C. *Career development counseling through the life stages.* Boston: Allyn and Bacon, Inc., 1982.

Henning, M., & Jardim, A. *The managerial woman.* New York: Anchor Press/Doubleday, 1977.

Hitchcock, A.A. (Guest ed.) Special Issue: Mid-life career change. *The Vocational Guidance Quarterly,* 1977, *25*(4).

Hodgkinson, H.L. What education will look like in 1985: A future history. *Policies for Lifelong Education.* Washington, D.C. Report of the 1979 Assembly American Association of Community and Junior Colleges, 21-31.

Kanter, R.M., & Stein, B.A. (eds.). *Life in Organizations. Workplaces as people experience them.* New York: Basic Books, Inc., 1979.

Kidd, J.R. *How adults learn.* New York: Associated Press, 1975.

Knowles, M.S. The leader looks at the learning climate. In Lippitt, G.L., This, L.E., & Bidwell, Jr., R.G., *Optimizing Human Resources: Readings in Individual and Organization Development.* Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., 1971.

Knox, A.B. *Adult development and learning.* San Francisco: Jossey-Bass, 1977.

Kohlberg, L. Moral states and moralization. In Lickona, T. (ed.), *Moral Development and Behavior.* Holt, Rinehart, and Winston, 1976.

LeShan, E. *The wonderful crisis of middle age.* New York: Warner Books, 1973.

Leibowitz, A.B. (ed.). *Career development: From the past to new directions.* Washington, D.C.: American Society for Training and Development, Career Development Division, 1982.

Levinson, D.J. *The seasons of a man's life.* New York: Alfred A. Knopf, 1978.

Loevinger, J. *Ego development.* San Francisco: Jossey-Bass, 1977.

Maccoby, E.E., & Jacklin, C.N. *The psychology of sex differences.* Stanford, California: Stanford University Press, 1974.

Malinky, J., Vegso, K., Alleman, E., & Cochran, J. Life planning . . . first step to career planning. *Journal of the National Association for Women Deans, Administrators, and Counselors,* 1982, *45*(3), 20-26.

Maslow, A. *Motivation and personality.* New York: Harper & Row, 1970.

Loring, R.K., & Otto, H.A. *New life options: The working woman's resource book.* New York: McGraw-Hill, Inc., 1976.

Neugarten, B.L. (ed.). *Middle age and aging.* Chicago: University of Chicago, 1968.

O'Toole, J. *Work, learning and the American future.* San Francisco: Jossey-Bass, 1977.

Schlossberg, N.K. Programs for adults. *The Personnel and Guidance Journal,* 53 (9), 681-685.

Schlossberg, N.K. Liberated counseling: A question mark. *Journal of the National Association for Women Deans, Administrators, and Counselor,* 38(1), 3-10.

Slaney, R., Stafford, M., & Russell, J. Career indecision in adult women: A comparative and descriptive study. *Journal of Vocational Behavior, 1981, 19*(3), 335-345.

Troll, L.E. *Continuations: Adult development and aging.* Monterey: Brooks/Cole Publishing Co., 1982.

Vegso, K. Women need . . . a "recycling." *The National Observer.* September 20, 1975, p. 24.

Call for NCCSCE WORKING PAPERS

During each academic year, the NCCSCE will publish two *Working Papers* as inserts to the COMMUNITY SERVICES CATALYST. The purpose of the *Working Papers Series* is to issue publications to community services and continuing education professionals which provide for the dissemination of planning processes, innovative programs, administrative practices, and evaluation techniques.

The content of the *Working Papers* should emphasize contributions to the *practice* of community services and continuing education. Elements of the *Working Paper* may include program descriptions, management techniques, evaluation methods and tools, instructional materials, bibliographies, and planning and reporting processes and forms.

While the selection and review process is a continuing one, manuscripts to be considered for the Spring 1983 issue should be received not later than January 1, 1983. To maximize the likelihood that the manuscript will be published, a two- to three-page concept paper should be submitted prior to the full development of the proposed *Working Paper*. Prospective contributors are encouraged to contact the undersigned in the early stages of paper development.

Materials and inquiries should be submitted to:

Dr. Rae Rohfeld, Working Papers Editor
Cuyahoga Community College
2900 Community College Avenue
Cleveland, Ohio 44115
(216) 241-5966, Ext. 4193

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

JAN 21 1983